DOCUMENT RESUME

ED 167 973 CS 004 700

TITLE	AIRS: Andover's Individualized Reading System Sample Packet.
INSTITUTION	Andover Public Schools, Mass.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	[78]
NOTE	101p.; For related document, see CS 004 699 ; Best copy available
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Basic Skills; Behavioral Objectives; Elementary Education; Grammar; *Individualized Reading; Phonetics; Program Costs; Reading Comprehension; *Reading Programs; *Reading Skills; Recreational Reading; Structural Analysis; Validated Programs; Word Recognition; Writing Skills
IDENTIFIERS	Andovers Individualized Reading System; National Diffusion Network Programs

ABSTRACT

This packet contains portions of each component of a reading program designed to teach basic skills to children in grades one through six and to foster their enjoyment of literature. Various sections of the packet contain behavioral objectives for the skill areas of phonetic analysis, structural analysis, word meaning, comprehension, and word recognition; sample pages of the integrated reading, writing, and spelling program; sample pages for the comprehension skills and structural skills programs; a language arts continuum chart; sample capitalization and punctuation lessons; sample pages from a student booklet on grammar and word usage; and a price list of the various components. (FL)

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AIRS Developer-Demonstrator Project

funded to disseminate

AIRS: Andover's Individualized Reading System

Sample Packet

AIRS was evaluated by the American Institute for Research

for the

National Right to Read Effort

(1975)

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National Diffusion Network (NDN) which is designed

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programs within and across state lines

(1977)

The NDN consists in part of school districts

(D/Ds), and state departments of education

(S/Fs), who serve as linking agents between

program developers and potential adopters.

Andover Public Schools
Andover, Massachusetts 01810

CS004700

This packet contains portions of each component of AIRS: Andover's Individualized Reading System.

The following will indicate grade levels comparable to AIRS levels used in the program:

I - Readiness
II-IV - first grade
V-VI - second grade
VII - third grade
VIII-X - fourth through sixth, respectively

Systems adopting AIRS will want to evaluate the materials in terms of vocabulary and skills levels in their own system and may wish to choose a lower level for each grade since the format and approach to teaching the skills will be new to the teachers and students.

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AIRS: ANDOVER'S INDIVIDUALIZED READING SYSTEM Sample Packet.

ANDOVER'S INTEGRATED READING, WRITING, AND SPELLING PROGRAM

LEVELS I-III

NO PORTION OF THIS BOOKLET MAY BE REPRODUCED WITHOUT THE WRITTEN CONSENT OF THE TOWN OF ANDOVER WITH THE EXCEPTION OF THE HANDWRITING GUIDE TO LETTER FORMATION - STUDENT COPY.

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Andover's Integrated Reading, Writing, and Spelling Program

Guide to Grade 1

(Levels I, II, III)

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FOREWORD

Andover's Integrated Reading, Writing, and Spelling Program was formulated in order to assure that a primary student's mastery of handwriting and spelling skills would closely follow his ability to decode. In other words, a child who completes this primary curriculum will be able to write from dictation those words he has already learned to read orally.

These primary charts - which constitute the comprehensive lesson plans - when carefully followed, provide for a carefully sequenced progression through beginning reading, writing, and spelling skills. Dictations, handwriting, and spelling practices systematically reinforce those phonetic skills which have been previously introduced. A series of phonetic and spelling tests monitors student progress.

Structural skills lessons, which teach and provide practice in reading and writing words containing the most common spelling rules, are thoroughly integrated into our primary curriculum.

The core of each lesson is the numbered plan in the Economy teacher's manual, which appears in the first (left hand) column on each comprehensive chart. The teacher should proceed with <u>all</u> listed activities from left to right in the order designated. Column headings list sources of student practices.

Following the charts closely will insure that each child receives sufficient reinforcement to facilitate mastery of the skills presented.

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SECTION I

GUIDELINES FOR READINESS TEST

Every beginning first grader should take the AIRS Level I Pre-Test which is a readiness test of visual discrimination and letter knowledge. Directions for administering readiness pretest and post tests and sample tests appear on the following pages.

The results of the pretests are used to determine the needs of those children who will require more concentrated instruction in areas covered in the test. Students who do not achieve mastery on the pretest should also take the post test upon completion of Pug to be sure these skills have been learned.

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AIRS Level I
Post Test 2 - Visual Discrimination of Words

NAME _____

Directions: Find the word in each row that is different and circle it. Use a marker.

SAMPLES:

A.	pan	pan	pan	pat
B.	pig	dig	dig	dig

1.	run	rut	run	run
2.	sag	sag	sag	rag
3.	nob	nob	nab	nob
4.	led	leg	leg	leg
5.	fin	fin	fin	gin
6.	vex	vex	hex	vex
7.	lag	hag	hag	hag
8.	not	nut	not	not
9.	dab	dab	bad	dab
10.	zig	zip	zip	zip

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SECTION III

GUIDELINES FOR PLAN DICTATIONS

Plan Dictations are lists of words containing the phonetic element(s) taught in a specific day's Economy numbered lesson plan. They are referred to by number under the column headed Plan Dictation on the Comprehensive Lesson Plans (charts) and provide practice in writing the phonetic elements just introduced. Children progress from writing word parts to whole words and should be given every listed dictation.

These dictations are informal practices, not tests, and no permanent records of results need be kept by the teacher. Results should be used to determine which phonetic elements need additional reinforcement. Knowledge of these elements will be formally evaluated in the phonetic levels tests.

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LEVEL III - Part I
Pug Plans 24-49

Plan Dictations

Plan 24

Write the letter that makes the sound you hear at the beginning of the word.

1. jet
2. net
3. jug
4. mill
5. jazz

Write the letter that makes the sound you hear at the end of the word.

6. spun
7. them
8. steam
9. plan
10. bin

Plan 25

Write the letter that makes the sound you hear at the beginning of the word.

1. lip
2. jam
3. lag
4. jump
5. luck

Write the letter that makes the sound you hear at the end of the word.

6. pal
7. sit
8. tail
9. bed
10. hat

Plan 26

Write the letter that makes the vowel sound you hear. Mark the vowel long or short.

1. $\bar{o}$ no
2. $\bar{e}$ we
3. $\breve{o}$ cog
4. $\bar{e}$ he
5. $\breve{e}$ net
6. $\bar{e}$ me
7. $\breve{e}$ pep
8. $\bar{o}$ go
9. $\breve{o}$ box
10. $\bar{o}$ so

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SECTION IV

GUIDELINES FOR REVIEW DICTATIONS

Review Dictations are lists which review phonetic elements already introduced and previously dictated. These dictations are referred to by number under the heading Review Dictation on the Comprehensive Lesson Plans (charts). Every review dictation should be administered in the order prescribed.

These dictations are not tests; no formal record of scores need be kept. Review dictations should be used as teaching tools and should be corrected immediately by the teacher who should underline the incorrect elements within a word. Remediation should be ongoing, based upon pupil performances.

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LEVEL III - Part I
Pug Plans 24-49

Review Dictations

Reviews 18-42

Review 34

Write the letter that makes the sound you hear at the end of each word.

1.	b	crab	6.	b	jab
2.	b	slab	7.	b	shrub
3.	d	pad	8.	d	slid
4.	b	cob	9.	d	thud
5.	d	fled	10.	d	did

Review 35

Write the letter that makes the sound you hear at the beginning of each word.

1.	b	bill	6.	b	bunch
2.	d	dim	7.	d	dig
3.	b	board	8.	b	bin
4.	d	damp	9.	d	deck
5.	b	bath	10.	d	dust

Review 36

Write the letter that makes the sound you hear at the end of each word.

1.	b	scrub	6.	b	mob
2.	d	lend	7.	d	sad
3.	b	club	8.	b	nob
4.	b	blab	9.	d	plod
5.	d	sped	10.	d	kid

Review 37

Write the letter that makes the sound you hear at the beginning of each word.

1.	b	ball	6.	b	bad
2.	b	back	7.	p	puck
3.	p	pin	8.	b	bounce
4.	b	big	9.	p	pang
5.	p	pant	10.	p	poke

Review 38

Write and mark the vowel sound you hear.

1.	$\bar{e}$	we	6.	$\breve{i}$	dip
2.	$\breve{a}$	glad	7.	$\bar{a}$	stay
3.	$\bar{i}$	wipe	8.	$\bar{u}$	due
4.	$\bar{o}$	no	9.	$\breve{o}$	hog
5.	$\breve{e}$	web	10.	$\breve{u}$	rug

Review 39

Write both the upper and lower case letters you hear at the beginning of each word.

1.	Ll	ladder	6.	Ww	wind
2.	Kk	key (accept c/k)	7.	Mm	monkey
3.	Hh	house	8.	Yy	yellow
4.	Cc	cage (accept c/k)	9.	Dd	doll
5.	Jj	jump	10.	Nn	noise

SECTION V

GUIDELINES FOR SPELLING - LEVEL III

Formal primary spelling begins with Economy's Plan 1 of SUN TREE and initially is comprised of sound/symbol, consonant-vowel-consonant (cvc) patterns, short vowel words with single consonants, and blends, or digraphs. Spelling plans (lists) are designated by number under the Spelling Column of the comprehensive Lesson Plan (chart) for Level III. These spelling plans are for practice and diagnostic purposes only; results should not be part of each child's permanent record.

Results of the end of Level III Spelling Test will become part of each child's permanent record and will determine whether a child is ready to proceed to the next level.

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Andover's Integrated Reading, Writing, and Spelling Program

Transitional: Blends After Level III and Before Level IV

Spelling

Plan 1
(New Blends Only)

1.	crib	1.	cross
2.	brim	2.	brag
3.	press	3.	crook
4.	crop	4.	crack
5.	drip	5.	brush
6.	brook	6.	drag
7.	cram	7.	crash
8.	prop	8.	brat
9.	crab	9.	drum
10.	drug	10.	proof

Plan 2
(Blends)

1.	clock	1.	flap
2.	class	2.	clam
3.	flash	3.	glass
4.	gloom	4.	fled
5.	clip	5.	clop
6.	glob	6.	flag
7.	fluff	7.	cliff
8.	club	8.	clap
9.	flat	9.	glad
10.	flip	10.	glass

Plan 3
(New Blends)

1.	swim	1.	snoop
2.	skip	2.	swell
3.	smog	3.	slab
4.	smash	4.	smell
5.	sled	5.	skill
6.	snip	6.	slim
7.	skull	7.	spin
8.	slap	8.	smooth
9.	snap	9.	spot
10.	smock	10.	spell

Plan 4
(New Blends and sh)

1.	shred	1.	thrill
2.	shin	2.	scram
3.	scrub	3.	thrush
4.	sprig	4.	shrub
5.	strap	5.	split
6.	scrap	6.	thrash
7.	throb	7.	shoot
8.	splash	8.	shrill
9.	squid	9.	shook
10.	shush	10.	shell

SECTION VI

GUIDELINES FOR HANDWRITING (MANUSCRIPT)

Beginning handwriting lessons 1-74 follow the sequence of letters presented in the PUG manual. These lessons (including mastery tests) are referred to by number under the Handwriting column of the Comprehensive Lesson Plans (charts) and follow in the manual. (SEE GUIDE TO LETTER FORMATION ON BACK COVER.)

Beginning with SUN TREE and continuing through ZIP! POP! GO!, numbered handwriting plans consist of words and sentences. Sight words introduced in the corresponding Economy Plan (left hand column) appear in boxes in the handwriting plans.

General Format:

Starting with GREEN FEET, numbered plans on chart continue to reinforce phonetic elements introduced in Economy manual.

1. The presentation is as follows:
   (1) Introduction of Letter
   (2) Review of Letter
   (3) Testing of Letter Groups
2. It should be understood that this packet of lessons is intended to serve as a guide, and should be supplemented in the classroom as the need arises.
3. These 74 printing lessons were designed to be completed at approximately the same time the child completes PUG.
4. Sentence format is introduced in Lesson 72. Children should be taught that the correct space between words in a sentence is approximately the width of their index finger.
5. Included in the lesson packet are three mastery tests and instructions for administering and scoring.

Andover's Integrated Reading, Writing, and Spelling Program

Background Information For The Teachers:

A very important responsibility of the primary grade teachers is to correct body, hand, paper, and pencil positions.

1. Students should sit in chairs with backs straight and feet positioned firmly on the floor.
2. Pencil should be held between thumb and first two fingers, index finger resting on top of the pencil.
3. A. Paper and hand position for the right-handed child: position for the right-handed writer as indicated in diagram.

B. Paper and hand position for the left-handed child: Teacher should take particular precautions when introducing left-handed children to manuscript writing. In order to avoid awkward and tiring movements, left-handed children should be carefully trained and closely supervised until such time as the following becomes automatic: The paper should be slanted as indicated in the diagram.

Andover's Integrated Reading, Writing, and Spelling Program (continued)

Teacher should stress:

1. Writing with pencils only.
2. Forming all letters correctly as arrows indicate.
3. Proper spacing of letters within words and between words.
4. Using parentheses around errors rather than erasing.
5. Dotting i's and j's (small, precise dots).
6. Practicing letter formation on board. (Teacher lines board and observes small groups, noting each child's ability to form each letter correctly.)

NOTE: A Guide to Letter Formation is included as Page 55 in this packet. Permission is given to reproduce this guide for student use, if desired.

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Directions for Level III Test (continued)

Teacher Directions

Test 6 Have the children circle the sound that s makes.

Examples: sit s z eggs s z

Test 7 Have children cross out the silent letters in each word.
Write these examples on the board: hidé buzź
Then let them proceed on their own.

Test 8 Dictate the letters of the alphabet and let children write down each letter. Stress using small letters but do not mark answer wrong if it is written as a capital.
Note reversals.

1. a	10. z	19. q
2. d	11. p	20. o
3. t	12. w	21. s
4. b	13. x	22. c
5. u	14. n	23. f
6. g	15. y	24. m
7. h	16. v	25. r
8. j	17. i	26. l
9. e	18. k	

Test 9 Have children fill in the missing letters of the alphabet.
Note reversals.

a____c____e f____h____ ____ k____ ____ n____

____q r____ t____ v____x___z.

Test 10 Reading Long and Short Vowel words. (An Individual Test)
Teacher Directions: This test is to be given orally to each child. Teachers should prepare word cards in advance. Remember use lower case letters. Each child is to read each card. The teacher puts a check next to words read correctly and records incorrect responses. If the words are sounded out slowly, she should indicate this on the test sheet.

The words are:

1.	by	6.	queen	11.	blob	16.	cave	21.	that
2.	jail	7.	he	12.	yoke	17.	true	22.	frill
3.	gray	8.	wish	13.	zoo	18.	use	23.	thin
4.	pluck	9.	if	14.	fuzz	19.	list	24.	shook
5.	wax	10.	so	15.	vine	20.	stood	25.	keel

Alternate - Test 10 Reading Long and Short Vowel Words.
(An Individual Test)

The words are:

1.	yell	6.	shy	11.	fuse	16.	keep	21.	cook
2.	quick	7.	hash	12.	thick	17.	vane	22.	tray
3.	stove	8.	just	13.	green	18.	bike	23.	buzz
4.	bloom	9.	roof	14.	plane	19.	go	24.	then
5.	fray	10.	we	15.	lax	20.	zest	25.	moth

Enter test results on E-III Analysis sheet.

Note: Children who receive below 90% on Test 10 should take Alternate Level III Test 10.

Pug Plans
Sun Tree
Zip Pop Go

Percentage Sheet

Test 1 (10 items)

ERRORS	%	
1	90	Mastery
2	80	
3	70	
4	60	

Tests 2 & 3 (22 items)

ERRORS	%	
1	95	
2	91	Mastery
3	86	
4	82	
5	77	
6	68	
7	64	

Test 4 (5 items)

ERRORS	%	
0	100	Mastery
1	80	
2	60	

Test 5 (8 items)

ERRORS	%	
0	100	Mastery
1	88	
2	75	
3	63	

Test 7 (6 items)

ERRORS	%	
0	100	Mastery
1	86	
2	71	
3	57	

Test 8 (26 items)

ERRORS	%	
0	100	Mastery
1	96	
2	92	
3	88	
4	85	
5	81	
6	77	
7	73	
8	69	
9	65	
10	62	

Test 2 (20 items)

ERRORS	%	
1	95	
2	90	Mastery
3	85	
4	80	
5	75	
6	70	
7	65	
8	60	

Test 3 Blends (7 items)

ERRORS	%	
0	100	Mastery
1	86	
2	71	
3	57	

Test 3 Digraphs (6 items)

ERRORS	%	
0	100	Mastery
1	83	
2	67	

Test 6 (3 items)

ERRORS	%	
0	100	Mastery
1	83	
2	67	

Test 7 (4 items)

ERRORS	%	
0	100	Mastery
1	75	
2	50	

Test 9 (13 items)

ERRORS	%	
0	100	Mastery
1	92	
2	85	
3	77	
4	69	

Test 10 & Alternate Test 10 (25 items)

ERRORS	%	
0	100	
1	96	
2	92	Mastery
3	88	
4	85	
5	81	
6	77	
7	73	
8	68	
9	64	
10	60	

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AIMS Level III

Level III Test Analysis Sheet (Continued)

Pug plans
Sun Tree
Zip! Pop! Go!

R-8-77

School _____ Grade _____ Rm. _____ Teacher _____ Group _____ Date _____

Pupil's Name	Test 4 Vowels in Context		Test 5 Marking Vowels		Test 6 Sounds of s		Test 7		Test 8*	Test 9*	Test 10	Test 10
	Long	Short	Long	Short	s	z	Silent Vowels	Silent Cons.	Alphabetic Knowledge	Alphabetic Sequence	Reading Words	Alternate Reading Words
No. of items 140	5/5	5/5		/2	3/	3/2	6/6	4/4	26/26*	13/13*	18/20	18/20
1.												
2.												
3.												
4.												
5.												
6.												
7.												
8.												
9.												
10.												
11.												
12.												
13.												
14.												
15.												

Reminder to teacher: Please record specific error in appropriate box. Do not write in the box if children have no errors.

*Total Mastery Required
**(Note reversals)

STRUCTURED LESSONS

ANDOVER'S INDIVIDUALIZED READING SYSTEM

The purpose of this assignment is to help you learn to find the main idea of a selection.

AIRS PRESCRIPTION

Area Comprehension Level VII Skill Folder No. 3
Main Idea

No. Lessons	No. Follow-Ups	No. Practice Sheets	Post-Test
2	2	9	1

Skillbooks: 11 units - Gates Peardon - Preparatory A
10 units - Gates Peardon - Preparatory B
10 units - Barnell-Loft - Level D,* Getting the Main Idea

*1976 or 1977 Editions, Level D; previous editions Level C

NOTE TO STUDENTS and TEACHER: Write all your answers in a notebook. Do not write in your skill folder.

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Lesson 2 (continued) Level VII

Now, let's practice finding the main idea of paragraphs. Just as with the lists of words, the idea you select must be big enough to cover all the other ideas in the paragraph but not too big. Number your notebook 11-15 and choose a, b, or c for the best answer. Check your answers at the bottom of the page.

11. The wind sounded like a moaning man. The branches of the big bare trees seemed to try to grab Johnny as he pushed his way through the brush. He was sobbing and calling for his mother and father.

The main idea of this story is:

a. The wind was making a scary noise.

b. Lost children are usually frightened.

c. Johnny is lost and frightened.

Do you see that (a) is too small an idea; and (b) is too big an idea?

12. The orange trees were hurt by the heavy frost. The sudden cold temperatures had damaged more than half the lemon crop. The grapefruit trees were lost even though the farmers had lit the smudge pots during the night.

The main idea of this story is:

a. The orange farmers would lose money this year.

b. The grapefruit trees were lost.

c. The cold weather had hurt the citrus fruit crop.

Do you see that (a) and (b) are too small?

Answers: 11. c 12. c

13. The secretary asked for a new typewriter. Then the office boy asked for a new mail basket. Even the file clerk wanted new file cabinets. There seemed to be no end to the requests. Someone even wanted a new suggestion box.

The main idea is:

a. Two people in the company wanted something brand new.

b. Everyone wanted new furniture for their very own use.

c. Many people in the office asked for new equipment.

Do you see that (a) is too small and (b) is too big?
Check your answers at the bottom of the page.

14. The clown finished his performance and, while the people were still clapping, the animal shows began. Lions, chimpanzees riding elephants, and trick horses all brought loud applause. Finally the trapeze acts began and not a sound could be heard as each artist went through his act.

The main idea is:

a. The people enjoyed all of the circus.

b. Everyone enjoys a good show.

c. The people really enjoyed watching the trapeze artists.

Check your answer.
Do you understand that (b) is too big and (c) is too small?

Answers: 13. c 14. a

FOLLOW-UP B (continued) Level VII

Directions: --Read each paragraph.

--Read the sentences below it and choose the sentence that tells what the main idea is. Be sure to choose an idea that is big enough to cover all the other ideas in the paragraph, but not too big. Write your answers in your AIRS notebook.

6. The snow had stopped. A good powder covered the slope. There was no wind and the sun was shining brightly. The temperature was just low enough to keep the snow from melting.

The main idea is:

a. It is a lovely winter's day.

b. Winter can be beautiful.

c. It is a perfect day for skiing.

7. For hours we floated along with the current. We had tried using a new hook. Then we exchanged rods and bait. We moved to the other side of the harbor. Nothing happened. We didn't even get a bite.

The main idea is:

a. Some people are fishing in the harbor.

b. The people tried to use new bait and new rods.

c. Some people had no luck fishing.

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3. MAIN IDEA

POST TEST
PART II

Level VII

Directions: Read each story and the sentences after the story. Choose the letter before the phrase which finishes the sentence best.

"Monkey Flower" is the name given to a flower that grows on the Pacific Coast in North and South America. Although there are many different kinds and sizes of monkey flowers, they all have the same spots on their petals. These spots and the way they are on the petals gave this flower its name. Can you guess what this flower looks like? Of course, the flower looks like a monkey.

1. This story is about:

   A. how monkey flowers got their name

   B. what sizes of monkey flowers are found on the Pacific Coast

   C. flowers of North and South America

2. A good title would be:

   A. Monkey Faces in Your Zoo

   B. Monkey Flowers of North and South America

   C. Monkey Faces in Your Garden

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POST TEST
PART II (continued) Level VII

On the day of his first contest, the knight woke up very early. The birds were still asleep and the sky was dark. He wanted to be sure that he had everything he needed.

While the older knights slept in the nearby tents, a boy helped him put on his metal suit. Every inch of his body must be covered by the thick plates of metal.

His heart was pounding as he thought of the contests of horsemanship and bravery that were to be won for his king that day.

3. The big idea of this story is:

   A. How knights get dressed for a big contest.

   B. How a knight sleeps before a contest.

   C. How one knight felt on the morning of his first contest.

4. A good title for this story is:

   A. The Knight's Metal Suit

   B. The Boy and the Knight

   C. Getting Ready for the Contest

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LESSON

Finding the main idea of a paragraph is an easy skill to learn. The main idea is often expressed in one of the sentences of the paragraph.

It is important to remember the following:

1. Every paragraph should tell you one main idea, or important thought. If there are two important thoughts, there should be two paragraphs.
2. The rest of the paragraph contains details. These details may tell the main idea in another way or they may add to the main idea with some extra description, or they may introduce the main idea to you.

The trick is to think BIG. The BIG idea is the main idea of a paragraph. The details are small facts telling you something about the main idea.

In other parts of your reading, you have learned to find the main idea of a group of words.

For example:

1. New York
   Rome
   London
   Paris
   Tokyo

   → Main idea is CITIES OF THE WORLD

2. New York
   Chicago
   Washington, D.C.
   Boston
   Los Angeles

   → Main idea is CITIES OF THE UNITED STATES

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LESSON (continued)

You can see that the main idea of number 2 is smaller than than the main idea of number 1 because the United States is smaller than the world. Reread the lists.

It is important when reading to be able to tell the main idea from the details. Stated main ideas are easy to find because the main idea is told or stated in one of the sentences in the paragraph, or by one of the words in a list.

Let's see how this works with words in a list:

Example of stated main idea:

apple
orange
peach
pear
fruit

Fruit is one of the words on the list. You don't have to figure out what the main idea is.

Main idea not stated:

apple
orange
pear
peach
cherry

All of these are food of a certain kind. If you said "food" your answer would be too big. There are so many kinds of food. The main idea is fruit which is one kind of food which describes all the words on the list.

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LESSON (continued)

Now let's see how this works in a paragraph. In a paragraph with a stated main idea, the main idea is one of the sentences in the paragraph.

The players must skate quickly back and forth on the ice. The puck moves so fast it is sometimes hard to follow it. The goalie must wear a mask to protect himself from the fast moving puck. Hockey is a fast moving sport.

You can see that the last sentence is the main idea. It is BIG enough to cover the meanings of all the other sentences. The other sentences give you some details about the fast movement of hockey.

1. The last major river discovered in North America was the Yukon. 2. It travels nearly 2,000 miles through some of the earth's wildest country. 3. The Indians call it Yukonna, meaning Great River. 4. It flows northwesterly to touch the Arctic Circle. 5. Then it sweeps southwest to the Bering Sea.

The main idea is stated in sentence number 1. Remember, you must first decide what is the topic or "thing" the paragraph is telling about before you look for the main idea sentence. The main idea sentence usually mentions the topic—in this case, the Yukon River. The other sentences all tell something about "the last major river discovered in North America."

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LESSON (continued)

Let's try another paragraph:

1. To break a record means to perform better than an earlier record. 2. To break a habit means to stop doing something you do often. 3. To break a dish means to make the dish crack or split into two or more pieces. 4. The word break has many different meanings.

Of the four sentences in this paragraph, which one has an idea that is big enough to cover the meaning of the other sentences? Does the idea of breaking a record mean the same as breaking a habit? Does breaking a dish mean the same as breaking a habit? No, only sentence number 4 has a meaning BIG enough to include the meanings given in sentences 1, 2, and 3. The first three sentences are examples of the different meanings of the word break.

1. Lawrence, Massachusetts, is an old mill city. 2. It was founded over one hundred years ago. 3. The city was built to house the mills and the mill workers. 4. Many of the old mills and workers' homes are standing today.

The first sentence tells the main idea. Read it again. Do you see how sentences 2, 3, and 4 give the details explaining sentence number 1?

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LESSON (continued)

Let's try to find the main idea of the following paragraphs. Number your AIRS notebook from 1-6. Write the letter of the sentence that is the main idea of each paragraph.

1. a. Football is a contact sport. b. To play the game, you must tackle members of the other team. c. You may be tackled. d. You must be protected by special equipment when you play football.

2. a. The streets of this capital city are jammed with traffic. b. Millions of people live and work there. c. Most of the houses are small and close together. d. Tokyo, Japan, is the largest city in the world.

3. a. Making airplane models is fun. b. You will need glue and paint. c. You can build jets or old-fashioned model planes. d. The finished airplane can be hung in your room.

4. a. The lights went out. b. The curtains parted. c. The audience was very quiet. d. At last, the play was about to begin.

5. a. He wrote an almanac. b. He was a fine statesman. c. When the Declaration of Independence was signed, Mr. Franklin was one of the signers. d. He has many inventions to his credit. e. Benjamin Franklin was a man of many talents.

6. a. The alarm bell rang. b. The children and teachers lined up quickly and quietly. c. Each class left the building rapidly but in good order. d. Our school had a good fire drill.

(Check your answers at the bottom of the page.)

DO FOLLOW-UP

Answers: 1. a 2. d 3. a 4. d 5. e 6. d

ANDOVER'S INDIVIDUALIZED READING SYSTEM

STUDENT BOOKLET

STRUCTURAL SKILLS

2. PLURALS

LEVEL V
LESSONS

FOLLOW-UPS

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2. PLURALS

Follow-Up C Level V

Directions: Write the plural (more than one) form for each word listed below.

fly	1.	_____
loaf	2.	_____
candy	3.	_____
puppy	4.	_____
wolf	5.	_____

Directions: Try changing these words to mean more than one. Remember all the rules.

6. berry	14. donkey
7. bench	15. lady
8. table	16. apple
9. cooky	17. buggy
10. rabbit	18. glass
11. ax	19. car
12. brush	20. day
13. chair	

Your teacher will correct this and tell you what to do next.

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USE WITH PLAN #7 BLUE DILLY DILLY

3. DERIVED WORDS

Lesson 2 Level V

You have learned to write new words by adding endings.

In Lesson 1, you learned to add endings to three different kinds of root words. They were:

1. Root words that end with two (2) consonants like help.
2. Root words that have two (2) vowels together like shout.
3. Root words that end with a silent final e like hope.

In this lesson, you will learn to add endings to words that have just one vowel and one consonant at the end of the word. These words double the final consonant before adding an ending that begins with a vowel.

Look at this word:

Root Word	Add Ending	Derived Word
hop	ed	hopped

How will you know when to double the last letter before adding an ending?

The rule that will help you is called the one-one-one rule. The rule is:

> In a one syllable word that ends in one consonant with one vowel before it, double the final consonant before an ending beginning with a vowel.
>
> For example: hop - hopped, hopping

Lesson 2 (continued) Level V

Let's look at these words:

Root Word	No. of Syllables	No. of Consonants at End	No. of Vowels Before It	Double the Consonant	Add Ending	Derived Word
can	1	1	1	n	ed	canned
can	1	1	1	n	ing	canning
hot	1	1	1	t	er	hotter
hot	1	1	1	t	est	hottest
mad	1	1	1	d	er	madder

Notice that the final consonant doubles before an ending that begins with a vowel.

See if you can tell me what happens with this word when you add an ending:

Root Word	Add Ending	Derived Word
wash	ed	washed

Yes, there is no doubling because the word has <u>two</u> consonants at the end—s <u>and</u> h.

Try some practice next. Make new words by adding these endings.

Root Word	Add Ending	Derived Word
need	ed	1. _____
sad	er	2. _____
sell	ing	3. _____
dig	ing	4. _____
step	ed	5. _____
dream	er	6. _____

(Check your answers at the bottom of page 10.)

GRADE 1

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Andover's Language Arts Continuum

AIRS Level Equivalents I-IV

	Phonetic Skills		Handwriting	Phonetic Spelling	Word Recognition	Oral and Silent Reading	Dictionary Word Meaning	Comprehension
	Source and AIRS Level							
	Economy Company Basal Books	AIRS Green Skill Center	The AIRS Integrated Reading, Writing, and Spelling Manual		AIRS Sight Word Lists	Other Published Basal Books	AIRS Yellow Skill Center	AIRS Blue Skill Center
	I, II, III, IV	I, II, III, IV	II-IV	II-IV	III, IV	III, IV	III, IV	IV
II	Eight Initial and Final Consonants Long Vowels Word Pattern CVCe* (tale) CVVC (tail) All Short Vowels		Lessons 1-35 8 consonants 5 vowels Numerals 1-10 Long and short vowel words	Plan Dict. 1-23 -Write & mark vowel sounds -Initial and final consonants Review Dictat. 1-17 -Write & mark vowel sounds	–	–	–	–
III	All Initial and Final Consonants (includes all Level I Skills) Long Vowels e, o, y, as in CV (he, no, my Other Vowel Sounds $\bar{oo}$ (boot) $\breve{oo}$ (foot)		Lessons 36-100 All consonants Numerals 11-20	Plan Dictation 24-75 -Consonants, blends, digraphs CVC, CVVC-foot Review Dictat. 18-44 -Consonants, blends, vowels and digraphs Spelling 1-27 CVC-CCVC-CVCC	231 Preprimer Vocabulary Words	At least one additional set of preprimers	Eight color words Writing the alphabet in sequence	
III-IV	Transition All Blends and Digraphs Initial and Final			Spelling 1-6 Blends and Digraphs	Review III	–	Matching Words with Pictures	–
IV	All Initial and Final Blends and Digraphs -Other Vowel Sounds -ou ow $\bar{o}w$ (out, cow, low) -au aw all wa (August, saw, ball, walk) -ol oy (oil, boy) -ar er ir or ur wor (arm, her, bird, or, turn, word) -ew (new) -ea $\breve{e}a$ $\bar{a}r$ (eat, bread, scream) -ild ind igh old (wild, find, high, old)		Lessons 1-33 Long, short, and other vowel words One and two syllable words Sentences	Plan Dictations 1-33 -Words w/other vowels; blends digraphs; syllables Rev. Dictations 1-33 -Other vowels -Contractions Spelling 1-33 CVC - CCVC - CVCe - CCVCe - CVVC - CCVVC	249 Primer Vocabulary Words	At least one additional primer	Alphabetizing by first letter	Context Clues Following Directions Main Idea Recall of Details

*Consonant vowel consonant "e"

NOTE: All skills are taught in teacher directd group lessons.

GRADE 2

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(AIRS Level Equivalents V-VI)

	Phonetic Skills: Reading	Phonetic Skills: Phonetic Spelling	Structural Skills	Word Recognition	Oral and Silent Reading	Individualized Reading	Comprehension	Andover's Integrated Spelling Program	Dictionary & Word Meaning	Capitalization and Punctuation		Handwriting	Composition Skills
	Source and AIRS Level												
	AIRS Phonics Manual and Resource Bk. Green Skills Center	AIRS Integrated Reading, Writing, & Spelling	Economy Company Basal Books	AIRS Red Skill Center Economy Basals & Grade Level Word Lists	AIRS Sight Word Lists	Basal Books	AIRS Trade Books	AIRS Blue Skills Center	Basic Sight and Pattern Words	AIRS Yellow Skills Center	Andover's Language Arts Teacher's Guide Grade 2			
	V-VI	V	V	VI	V & VI	V & VI		V & VI	The 712 Words read in AIRS III-V	V, VI	Capitalization	Punctuation		
V	Review all phonetic skills	Dictations Plan Review 1-29 | 1-29	Prefixes & Suffixes Syllables Contractions	Prefixes & Suffixes Syllables Contractions	232 First reader Vocabulary Words	At least one additional First Reader	—	Context Clues Following Directions Main Idea Recall of Details Inference Picture Interpretation Sequence	34 Lessons (Word Lists & Sentence Dictation) Note: Phonetically regular words are reviewed and reinforced through sentence dictation.	Alphabetizing two letters Groups 1-12 Level V Synonyms Compound Words Categorizing Pronoun Referents Multiple Meanings Homonyms Antonyms	Beginning of sentences Names, I, Initials and Titles	End of sentences: periods question marks Apostrophe: possessives contractions Period: abbreviations initials titles Comma: dates	Review Level 1 and Word Formation Lesson 1-22 As needed Lesson 23-33	Write an answer to a question. Turn a statement into a question. Write a paragraph.
VI	Continued review of all phonetic skills if not mastered	See spelling: Basic Sight and Pattern Words		Hearing Syllables Plurals Derived Words Possessives Root Words	200 Second reader Vocabulary Words	Economy or Company Basals 1 Curastone Dragons 2 Mustard Seed Magic	If mastery of all Level V areas is achieved and children are independent workers, Individualized Reading is introduced at Level VI	Context Clues Following Directions Main Idea Recall of Details Inference Sequence	Days of the week Months of the year Ordinals	Alphabetizing first (two letters) Level VI Synonyms Compound Words Categorizing Pronoun Referents Multiple Meanings Homonyms Antonyms Appropriate Meanings	Days of the week Months of	Abbreviations of the: Days of the week Months of the year		

Note: All skills are taught in teacher directed group lessons.

GRADE 3

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Andover's Language Arts Continuum

Phonics	Individualized Reading	*Reading Comprehension	Grammar	Word Recognition	Spelling Program		Dictionary and Word Meaning	Capitalization and Punctuation		Handwriting	Composition Skills
					Spelling Rules	Spelling Lists					
Source and AIRS Level											
AIRS Phonics Manual & Resource Bk. & Green Cart Skills Center Level VII	AIRS Trade Books	AIRS Blue Skills Center Level VII	Blue Booklets Grade 3	AIRS Sight Word Lists Level VII	Teacher's Guides: Red Looseleaf Level VI	Teacher's Guides: Red Booklet Grade 3	AIRS Yellow Skills Center Level VII	Red Booklet Grade 3		Zaner-Bloser Guide	Classroom Language Lab and/or Media Center
								Capitalization	Punctuation		
Review and reinforce all phonetic elements. Students who have mastered phonetics should spend more time working on Comprehension Skills	Students working below grade in comprehension should spend a greater portion of their time on the comprehension skills rather than individualized reading.	Recall of Details Main Idea Inference Context Clues Following Directions Sequence	Recognizing Sentencis Nouns Verbs	316 Third Grade Vocabulary Words	Hearing Syllables Plurals Derived Words Possessives Contractions Root Words Syllables Prefixes and Suffixes	Review of second grade program Short Vowel Words Long Vowel Words Review (long and short vowel words) Words with other vowel sounds Sight Words Review (words with other vowel sounds and sight words) Plurals Derived Words Contractions & Possessives Review (plurals & derived words) Homonyms Demons	Alphabetizing first (three letters) Categorizing Compound Words Homonyms (ongoing) Synonyms Antonyms Pronoun Referents Multiple Meanings Appropriate Meanings	Beginning of Sentences Names, I, Initials and Titles Months and Days Countries First word in a quote Friendly letter format Addresses	End of sentence and quote Period: initials and abbreviations Commas: dates addresses direct address items in a series friendly letters quotes Quotations: exact words put , . ? inside the quotation marks	Introduce cursive handwriting	Sentences -Declarative -Interrogative *Paragraph topic sentence and five related sentences (To be taught after Main Idea has been introduced.) Friendly letters

*Teacher directed or individually paced according to child's learning style.

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GRADE 4

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Individualized Reading	*Reading Comprehension	Grammar	Word Recognition	Spelling Program: Spelling Rules	Spelling Program: Spelling Lists	Dictionary and Word Meaning	Capitalization and Punctuation		Handwriting	Composition Skills
Source and AIRS Level										
AIRS Trade (Library) Books	AIRS Blue Skill Center Level VIII	Red Booklets Grade 4	AIRS Sight Word Lists	Teacher's Guides: Red Looseleaf Level VII	Teacher's Guides: Red Booklet Grade 4	AIRS Yellow Skill Center Level VIII	Red Booklet Grade 4: Capitalization	Red Booklet Grade 4: Punctuation	Zaner-Bloser Guide	Classroom Language Lab and/or Media Center
Child chooses a book and completes activities which reinforce skills and foster an enjoyment of reading.	Recall of Details Main Idea Implied Main Idea Titles & Topics Writing Titles Recognition of Details Recognition of Irrelevancies Locating the Answer Literature Inference Context Clues Following Directions Sequence Maps, Charts, Graphs, etc. Cause & Effect Character Analysis Fact & Opinion Figurative Language Footnotes Mood	Recognizing Sentences Nouns Pronouns Verbs	64 fourth grade words Mastery of the 1400 basic vocabulary words for Grades 1-4	Hearing Syllables Plurals Derived Words Possessives Contractions Root Words Syllables Prefixes and Suffixes	Short Vowels Long Vowels Review (short and long vowels) Words with other vowel sounds Sight Words Review (words with other vowels and sight words) Plurals Derived Words Review (derived words and plurals) Homonyms Demons	Compound Words Categorizing Guide Words Re-spellings Homonyms (ongoing) Synonyms Antonyms Pronoun Referents Multiple Meanings Appropriate Meanings Content Vocabulary	Beginning of sentences Names, I, initials and titles Family relationships as names Months, days Addresses Organizations Nationalities and languages (as school subjects) Geographical names Letters Quotes (first word)	End of sentences and quote Period: initials abbreviations Commas: dates addresses after yes, no, etc., at beginning of a sentence direct address items in a series too meaning also friendly letters quotes Quotations: exact words put . , ? inside quotations	Cursive writing ongoing	Sentences: Four Types Paragraph: Topic sentence and five related sentences Write stories from a selection of pictures Write imaginary, descriptive, and expository paragraph Friendly letter Poetry

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GRADE 5

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Individualized Reading	*Reading Comprehension	Grammar	Usage	Spelling Program: Spelling Rules	Spelling Program: Spelling Lists	Dictionary and Word Meaning	Capitalization and Punctuation		Hand-writing	Composition Skills
Source and AIRS Level										
AIRS Trade (Library Books)	AIRS Blue Skill Center Level IX	White Booklets Grade 5		Teacher's Guides: Red Looseleaf Levels VIII-X	Teacher's Guides: Red Booklet Grade 5	AIRS Yellow Skill Center Level IX	Red Booklet Grade 5		Zaner-Bloser Guide	Classroom Language Lab and/or Media Center
Child chooses a book and completes activities which reinforce skills and foster an enjoyment of reading.	Recall of Details Main Idea Implied Main Idea Titles & Topics Writing Titles Recognition of Details Recognition of Irrelevancies Locating the Answer Literature Inference Context Clues Following Directions Sequence Maps, Charts, Graphs, etc. Cause & Effect Character Analysis Fact & Opinion Figurative Language Footnotes Mood	Recognizing Sentences Nouns Subject and Predicate Pronouns Verbs Adjectives Adverbs Prepositions Conjunctions Interjections	Pronoun Usage Verb Usage Adverb and Adjective Usage Preposition Usage	Hearing Syllables Plurals Derived Words Contractions Plurals, Possessives, and Contractions Root Words Syllables Prefixes and Suffixes	Long and short vowel words Words with other vowel sounds Review Words (long, short, and other vowel sounds) Sight Words Review (sight words) Plurals Derived Words Review (plurals and derived words) Homonyms Demons	Compound Words Categorizing Guide Words Re-spellings Homonyms (ongoing) Synonyms Antonyms Pronoun Referents Multiple Meanings Appropriate Meanings Content Vocabulary	Capitalization: First word in a sentence First word in a line of poetry Names, I, titles, and initials Family relationships as names Months, days Geographical names Nationalities, languages Organizations School courses Letters First word in a quote	Punctuation: End of sentence, quote (inside) Period: initials abbreviations Comma: dates quotes addresses after yes, no, etc., at beginning of a sentence direct address items in a series too meaning also appositive common expressions compound sentences letters Quotations: exact words put , . ? inside Colon business letter	Cursive writing ongoing	Paragraph: Topic sentence and five related sentences Compositions Two paragraphs about one topic Monthly book report Poetry Friendly letter Business letter

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GRADE 6

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Individualized Reading	*Reading Comprehension	Grammar	Usage	Spelling Program: Spelling Rules	Spelling Program: Spelling Lists	Dictionary and Word Meaning	Capitalization and Punctuation		Handwriting	Composition Skills
Source and AIRS Level										
AIRS Trade (Library Books)	AIRS Blue Skill Center Level X	Orange Booklets Grade 6		Teacher's Guides: Red Looseleaf Levels VIII-X	Teacher's Guides: Red Booklet Grade 6	AIRS Yellow Skill Center Level X	Red Booklet Grade 6		Zaner-Bloser Guide	Classroom Language Lab and/or Media Center
							Capitalization	Punctuation		
Child chooses a book and completes activities which reinforce skills and foster an enjoyment of reading.	Recall of Details Main Idea Implied Main Idea Titles & Topics Writing Titles Recognition of Details Recognition of Irrelevancies Locating the Answer Literature Inference Context Clues Following Directions Sequence Maps, Charts, Graphs, etc. Cause & Effect Character Analysis Fact & Opinion Figurative Language Footnotes Mood	Review Sentence Structure Nouns Pronouns Verbs Adjectives Adverbs Prepositions Conjunctions Interjections	Verb Usage Adverb and Adjective Usage Preposition Usage	Hearing Syllables Plurals Derived Words Contractions Plurals, Possessives, and Contractions Root Words Syllables Prefixes and Suffixes	Long and short vowel words Words with other vowel sounds Review Words (short, long, and other vowels) Sight Words Review (sight words) Plurals Derived Words Review (plurals and derived words) Homonyms Demons	Compound Words Categorizing Guide Words Re-spellings Homonyms (ongoing) Synonyms Antonyms Multiple Meanings Appropriate Meanings Content Vocabulary	First word of a sentence First word in a line of poetry Names of persons, I, initials, & titles Addresses Family relationships as names Months, days Geographical names Nationalities, races, languages, religions Organizations School courses Letters Quotations first word	End of sentence and quotes (. ? !) Period: initials abbreviations Comma: quotes, dates, addresses after yes, no, etc., at beginning of a sentence direct address items in a series too meaning also common expressions appositive compound sentences letters Quotation Marks exact words special words titles, songs, etc. put . , ? inside Colon business letter series Apostrophe contractions plurals (#'s, etc.) possessives('s, s') joint/individual ownership in-law's	Cursive writing ongoing	Write 30 assignments Paragraph: Topic sentence and five related sentences Two paragraphs about one topic Monthly book reports Research reports (can be tied in with science and social studies) Poetry Friendly letter Business letter

*Teacher directed or individually paced according to child's learning style.

Capitalization and Punctuation
Level VIII Rules

Lesson 1 - Rules 1-7

Rule 1 - Punctuation at the end of sentences:

a. A period is used at the end of every sentence that states a fact (declarative) or gives a command (imperative)

examples: Robert picked up his toys.
Robert, pick up your toys.

b. A question mark is used after a sentence that asks a question (interrogative).

example: Did Robert pick up his toys?

c. An exclamation point is used after a sentence that expresses surprise or strong feeling (exclamatory).

example: The house is on fire!

Rule 2 - A period is used with abbreviations.*

example: Mrs. for Mistress

Rule 3 - A period is often used with initials.

examples: U.S.A. for United States of America
P.T.O. for Parent Teacher Organization

Rule 4 - Capitalize the first word of a sentence and the first word of each line of poetry.** (Traditionally, the first word of every line of poetry begins with a capital letter. Some modern poets do not follow this style. If you are copying a poem, be sure to follow the capitalization that the poet used.)**

examples: The cat ran under the bridge.

"Jack and Jill
Went up the hill
To fetch a pail of water."

Rule 5 - Capitalize names of persons and places. Capitalize initials and titles of persons.

examples:

Jim Jackson	C. P. Snow
Main Street	America
New York City	Europe
Andover, Massachusetts	Dr. White

*See lists of abbreviations on pages T6 P3, T7 P4.
**John E. Warriner, Sheila Y. Laws, English Grammar and Composition (New York: Harcourt, Brace, Jovanovich, Inc.) 1973, pp. 189, 190.

Lesson 1 (continued)

Rule 6 - Capitalize words of family relationships when used as a person's name or part of a name.

examples: Is Mom going to the meeting, Dad?
(Note that Mom or Dad's name could be substituted in the sentence.)

My dad said that my mother was going to the meeting.
(Note that names could not be substituted for the name of relationship.)

Aunt Jane gave me a doll from England.
(Aunt is used as part of the name.)

Rule 7 - Capitalize the pronoun I.

examples: Now I can swim.

Now I'll do the dishes.

Lesson 2 - Rules 8-11

Rule 8 - Use a comma to separate items in dates.

examples: Robert was born on April 27, 1971.
The appointment is on Monday, May 6.
The inauguration was January 20, 1977, in Washington, D.C.

Rule 9 - Use a comma to separate items in addresses except between state and zip code.

examples: My address is 6 Fern Lane, Warwick, Ohio 09584.
The package was mailed to 27 Gleason Street, Baltimore, Maryland, after July 1.

Rule 10 - Capitalize the months of the year and the days of the week. Capitalize the names of holidays.

examples: January, April, November

Wednesday, Saturday

Fourth of July

Rule 11 - Capitalize geographical names.

examples: South America Pacific Ocean

Lesson 3 - Rules 12-13

Rule 12 - Use a comma after yes, no, oh, and well, when these words begin a sentence.

examples: Yes, I plan to be there at two P.M.

No, I will not meet him.

Oh, no, I couldn't have lost my keys.

Well, you had better see a doctor.

Rule 13 - Use a comma to set off the name of a person or group of persons you are speaking to directly. (noun of direct address)

examples: Will you come here, Karen?

John, pick up your clothes.

We must go, Diane, or we'll miss the train.

Little boy, get out of the street.

Boys and girls, open your books.

Lesson 4 - Rules 14-17c

Rule 14 - Use commas to separate items in a series.

examples:

a. words - She likes to play golf, baseball, tennis, and basketball.

b. numbers - The winning numbers are 6, 49, 73, and 85.

c. groups of words - He has to mow the lawn, clip the edges, plant some flowers, and water the garden.

Rule 15 - Use a comma to separate too (when it means also) from the rest of the sentence.

examples: He will go with us, too. (too means also)

It is too hot to run. (too does not mean also)

*Rule 16 - Capitalize the names of nationalities, races, languages, and religions.

examples: English, German, Latin, French

Protestant, Indian, Jewish

*Rule introduced at this level.

Lesson 4 (continued)

*Rule 17a- Capitalize the names of organizations.

examples: Girl Scouts of America

American Red Cross

17b- Capitalize the names of languages and countries and those school subjects that come from the names of countries or languages.

examples: English, German, Latin, French

England, Germany, France

17c- Capitalize names of other school subjects only to indicate a specific course in a general area.

examples: He is taking geometry. (not capitalized)

He is taking Geometry I. (capitalized)

Lesson 5 - Rules 18-20

*Rule 18 - Use a comma to set off words or phrases not necessary to the meaning of the sentence (parenthetical expressions).

examples: Snowmobiles, however, need to be driven with care.

A snowmobile driver, of course, must be constantly alert.

Driving on supposedly thick ice, for example, can be a real safety hazard for snowmobilists.

*Rule 19 - Use a comma to set off words or phrases that explain the word they follow.

examples: The antique car, a 1929 Ford roadster, putt-putted down the highway.

Jim, our Student Council Representative, explained the paper drive.

*Rule 20 - Use a comma between two complete thoughts joined by and, but, or, nor, or for.

examples: The boys were eager to practice, but the rainstorm stopped them.

Help me decorate the room, or I will never finish.

Jane washed the dishes, and Mary finished the rest of the the kitchen work.

Brian cleaned his room but didn't leave in time.

(Note: A comma is not used because "didn't leave in time" is not a complete thought.)

*Rule introduced at this level.

Capitalization and Punctuation
Level VIII Rules

Lesson 6 - Rules 21-24

Rule 21 - Use a comma after the beginning and closing of a friendly letter.

examples: Dear Aunt Lee, Sincerely yours, Your pal,

*Rule 22 - Use a colon after the salutation in a business letter.

examples: Dear Mr. Grady: Dear Sir: Dear Ms. Smith:

Rule 23 - Capitalize the first word and all nouns in the salutation of a letter.

examples: Dear Dad, My dear Aunt Sally and Uncle Cliff,

Rule 24 - Capitalize only the first word in the closing of a letter.

examples: Very truly yours, Most sincerely yours,

Lesson 7 - Rules 25-29

Rule 25 - Use quotation marks to enclose a direct quotation (a person's exact words).

example: Bob said, "I would like to go to the ball game."

Rule 26 - Do not use quotation marks for an indirect quotation—when you tell what someone said without stating his exact words.

examples: Tom said that he would be home late.

I told her that I would see her after school.

Rule 27 - Capitalize the first word in a direct quotation.

example: Mother asked, "Will you be going with your brother?"

Rule 28 - Use commas to set off a direct quotation from the rest of the sentence.

examples: "Let's walk to school," said Paul.
(A quotation at the beginning of a sentence is followed by a comma.)

Joe said, "That is a good idea."
(A quotation at the end of a sentence is preceded by a comma.)

However, if a quotation at the beginning of a sentence is either a question or an exclamation, then the comma is replaced by a question mark or an exclamation point.

examples: "Do you think Jimmy will come with us?" asked Paul.

"Look out for the ball!" John shouted.

"Jump!" screamed the woman.

Rule 29 - A comma, period, question mark, or exclamation point is placed inside (before) the closing quotation marks.

examples: "Dinner is ready now," Mother said.

Tom replied, "I'm coming."

Mother asked, "Do you like roast beef?"

"I'm starving!" exclaimed John.

*Rule introduced at this level.

Capitalization and Punctuation

Grade 5

Lesson Format

I MATERIALS

A. Chalkboard and/or poster paper

B. Lesson Practice Sheet

C. Student Application Sheet

D. Practice and Application Answer Sheets (To be used for dictation purposes.)

E. Homework Sheets

F. Homework Answer Sheets

G. Pencils and red pens

II PREPARATION

A. Write the rules and examples on the board and/or poster paper.

III PROCEDURE

A. Read the rules and discuss examples.

B. After the rules have been read, have students do corresponding practice on worksheets.

C. Correct practice together.

D. After completion of all the rules and practice exercises, dictate from the teacher dictation sheet as students insert the correct punctuation.

E. Repeat dictation and allow students time to correct capitalization on the student's copy.

F. Correct dictation together.

G. Assign homework and correct together.

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Practice - Lesson 1 - Grade 5

(Rules 1-7)

Rule 1 - Practice: Punctuate correctly at the end of each sentence.

a. John ran home to tell his mother the news

b. Will we have our meeting as scheduled

c. Help me, I'm falling

d. Bring your homework in tomorrow

Rules 2 and 3 - Practice: Punctuate the following abbreviations and initials.

a. lbs b. in c. qts d. U S A

e. hr f. E B Brent g. U S Grant h. Dec i. N H

Rule 4 - Practice: Capitalize the first word of each sentence and each line of poetry.

a. the brown paper bag was left overnight.

b. can Bryan come with us?

c. leave your brother alone!

The Porcupine

"any hound a porcupine nudges
can't be blamed for harboring grudges.
i know one hound that laughed all winter
at a porcupine that sat on a splinter."

Ogden Nash

Rule 5 - Practice: Capitalize the following names, titles, and places.

a. stuart brown b. judge smith c. president lincoln

d. boston, massachusetts e. leslie james f. grand canyon

Rule 6 - Practice: Capitalize the names of family relationships correctly.

a. Does mom need some help, dad?

b. Help your mother with the dishes, son.

c. Bring aunt mary her coat.

d. This is aunt lucille and uncle tom.

Rule 7 - Practice: Capitalize the pronoun I in the following sentences.

a. Where can i find a book about cross country skiing?

b. i'll be taking the night flight to San Francisco.

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Dictation Lesson 1 - Grade 5

Student Application Sheet

(Rules 1-7)

1. mr george west, jr is planning to visit senator edward brooke
2. did mother pack your lunch
3. the rev mr burns will preach this Sunday
4. won't aunt sally sew the dress
5. dr jonas salk is a famous doctor
6. did capt j t marsh present the awards
7. all the officials, including the governor of our state, attended the opening game of Little League
8. mother, may i attend the football game
9. the plane from salt lake city will be late, father
10. will senator j butler give the annual report
11. is superintendent smith scheduled to meet with us at nine A M
12. bill and i are going camping in maine this weekend
13. will grandmother and grandfather arrive by four P M
14. what did you write to your uncle albert, son
15. get help, joe
16. is lincoln buried in illinois
17. is miss higgins our math teacher
18. did mother say representative cohen was re-elected
19. to be a member of the junior varsity team, you must be in the sophomore year of high school
20. "a fellow from Boston named Lance
couldn't walk well or run well or dance;
it troubled his mind
till he happened to find
that his necktie was caught in his pants."

e s mullins

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ANDOVER PUBLIC SCHOOLS
ANDOVER, MASSACHUSETTS

GRAMMAR/WORD USAGE

LEVEL VII

Student Booklet

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Grade 4
Level VII

Language Skills

Pronouns

Lesson 1 - Pronoun Referents

Learner's Objective: You will learn that:

> Words that are used in place of nouns are pronouns.
> Some pronouns are I, me, us, we, you, he, she, and it.
>
> example: Sally sang a new song.
> She learned it last night.
> (Sally) (song)

Read these four sentences:

Jack had a new red ball.
The ball rolled away.
Jack cannot find the ball.
Jack is looking for it now.

You see that Jack's name is used many times. Read the sentences again.

Jack has a new red ball. It rolled away. He cannot find it. He is looking for it now.

What words are used in place of Jack in the last two sentences? He is used instead of Jack. Names of people are called nouns. The name Jack is a noun. He is used in place of Jack. He is a pronoun. Names of things are also called nouns. The word ball is a noun. Let's read the sentences again:

Jack has a new red ball. It rolled away. He cannot find it. He is looking for it now.

The word it is used in place of the ball. Ball is the noun. It is the pronoun used in place of the noun.

Using the pronoun helps to make our reading, writing, and speaking easier and more interesting. Some other pronouns we can use in place of names are: I, me, us, we, you, he, and she.

Some pronouns we can use in place of things are: they, them, that, those. Read the examples below. A pronoun is underlined in each one. The noun it takes the place of, or refers to, has two lines under it.

1. The little girl was playing alone.
   She has a new doll.
2. Mother and Jane went shopping.
   They rode on the bus.
3. I cannot find my book.
   Is that it over there?

Read the following sentences. Choose the noun to which the underlined pronoun refers:

4. Mary began to cry. She had lost her lunch. (cry, lunch, Mary)
5. Mother said, "Please give me the towel." (Mother, please, towel)
6. "Sue, where are you going?" asked Tom. (pen, Tom, Sue)
7. The bed is broken. It has lost a leg. (leg, bed, dash)
8. Mother and Father went to town. They came home early. (Mother and Father, town, the family)

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Grade 4
Level VII

Language Skills
Pronouns
Practice #1

Read the sentences and find the noun or name to which the underlined pronoun refers. Write the word in your notebook.

1. The family went sailing. They had fun.
   family sailing fans

2. "Can you give me a ride?" asked Debby.
   Debby you ride

3. The boys are hungry. Give them some cookies.
   boys cookies hungry

4. My brother likes to read. Let's give him a book.
   book brother read

5. "We can start now," said the hikers.
   hikers start child

Practice #2

Find the correct pronoun for the underlined word. Write the word in your notebook.

1. The scout begged, "Give the scouts a ride!"
   us our we

2. "May Sandy go to the play?" Sandy asked Mother.
   I you they

3. The day is a beautiful day.
   their mine it

4. Mary says Mary will be late.
   she hers ours

5. I asked Joe if Joe liked to play baseball.
   him our he

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AIRS

ANDOVER'S INDIVIDUALIZED READING SYSTEM

Andover Skill No.	Phonetic Analysis	Behavioral Objectives
1.	VISUAL DISCRIMINATION OF LETTERS	Given 26 rows of letters a student is able to circle the letters which match the first one. (90% accuracy)
2.	VISUAL DISCRIMINATION OF WORDS	Given rows of similar words, a student is able to circle the word which matches the first one. (90% accuracy)
3.	MATCHING LOWER AND UPPER CASE LETTERS	Given two sets of alphabet cards, the student is able to match the lower case letter with the upper case letter having the same name (90% accuracy)
4.	LETTER NAMING	Given alphabet letters, 26 upper case letters and 26 lower case letters in order of difficulty, the student is able to name them correctly. (90% accuracy)
5.	LETTER DICTATION	Given orally the 26 letters, a student is able to write them.
6.	INITIAL CONSONANTS	Given a list of CVC (e.g.,hop) or CVCe words (e.g.,cape) the student is able to provide the corresponding phoneme(s) (sounds) for each of the following graphemes (letters) when they are found in the initial position (90% accuracy) b c* d f g** h j k l m n p q r s t v w y z (*2 alternatives k and s) (**2 alternatives g and j)
7.	INITIAL DIGRAPHS	ch sh wh th (voiced and unvoiced) (90% accuracy)
8.	FINAL CONSONANTS	Given a list of CVC or CVCe patterned words the student is able to provide the corresponding phoneme(s) (sounds) for the following graphemes (letters) when they are found in the final position. (90% accuracy) b, d, f, g, k, l, m, n,p, r, s, t, ve, x,* z, dge (*2 alternatives s and z)
	SOFT SOUNDS OF c and g	c and g followed by e, i and y (90% accuracy)
9.	FINAL DIGRAPHS	ch tch sh th (voiced and unvoiced) ng ck (90% accuracy)

Andover Skill No.	Phonetic Analysis	Behavioral Objectives
10.	SILENT CONSONANTS	ff, ll, ss, gh, l, b, kn, wr, gn (90% accuracy)
11.	INITIAL BLENDS	Given a list of CCVC (plod), CCVV (fray) or CCVVC (sloop) patterned words, the student is able to provide the corresponding phoneme(s) for each of the following graphemes found in the initial position. (90% accuracy)
	L BLENDS	bl cl fl gl pl sl
	R BLENDS	br cr dr fr gr pr tr
	S BLENDS	sc sk sm sn sp st sw
	TRIPLE BLENDS	tw qu scr shr spl spr str thr squ
12.	FINAL BLENDS	Given a list of CVCC (wisp) or CVVCC (fiend) words the student is able to provide the corresponding phoneme(s) for each of the following graphemes when they are found in the final position. (90% accuracy) ct ft ld lf lm lk lt mp pt nd nk nt sk sp st lp xt
13.	INITIAL AND FINAL BLENDS	Given a list of CCVCC (clamp) patterned words the student is able to provide the corresponding phoneme(s) for the graphemes (blends) when they are found in the initial and final position. (90% accuracy)
14.	SHORT VOWELS	Given a list of CVC patterned words the student is able to provide the corresponding phoneme(s) for the vowels a, e, i, o, u, and y. (90% accuracy)
15.	LONG VOWELS CVCe	Given a list of CVCe patterned words the student is able to provide the corresponding phoneme to the vowels a, e, i, o, u, and y. (90% accuracy)

Andover Skill No.	Phonetic Analysis	Behavioral Objectives
16.	LONG VOWELS CVVC	Given a list of CVVC patterned words the student is able to provide the major corresponding phoneme(s) for each of the following grapheme(s).(90% accuracy) ai/ay ee ea ie (tie) oa oe ue ui
17.	LONG VOWELS CV	Given a list of CV (be) patterned words the student is able to provide the corresponding phoneme for the vowels. (90% accuracy)
18.	LONG VOWELS ild, ind, igh, old	Given a list of words containing ild, ind, igh, and old, the student is able to provide the major corresponding phoneme for each of the grapheme(s). (90% accuracy)
19.	OTHER VOWEL SOUNDS ou, ow, $\bar{o}w$	Given a list of words containing ou and $\bar{o}w$ (two alternatives as in owl and blow), the student is able to provide the major corresponding phonemes for each of the grapheme(s). (90% accuracy)
20.	au, aw, all, wa, swa	Given a list of words containing au, aw, all, wa, swa, the student is able to provide the major corresponding phoneme for each of the grapheme(s). (90% accuracy)
21.	oi, oy	Given a list of words containing oi, oy, the student is able to provide the major corresponding phoneme for each of the grapheme(s).(90% accuracy)
22.	$\bar{o}\bar{o}$, $\breve{o}\breve{o}$	Given a list of words containing $\bar{o}\bar{o}$, $\breve{o}\breve{o}$, the student is able to provide the major corresponding phoneme for each of the grapheme(s).(90% accuracy)
23.	ar, er, ir, or, ur, wor	Given a list of words containing ar, er, ir, or, ur, wor, the student is able to provide the major corresponding phoneme for each of the grapheme(s).(90% accuracy)

AIRS

ANDOVER'S INDIVIDUALIZED READING SYSTEM

Andover Skill No.	Phonetic Analysis	Behavioral Objectives
24.	ew	Given a list of words containing ew, the student is able to provide the major corresponding phoneme for the grapheme. (90% accuracy)
25.	ĕa, eā, ēa	Given a list of words containing ea (3 alternatives - eat, bread, steak), the student is able to read them correctly. (90% accuracy)
26.	READS UNFAMILIAR WORDS	Given a list of unfamiliar words containing all the above mentioned phonetic elements, the student is able to provide the corresponding phonemes for each of the graphemes (90% accuracy)
27.	KNOWS ALL SKILLS	Given a list of unfamiliar words containing all the above mentioned phonetic elements, the student is able to provide a corresponding grapheme for each of the phonemes. (90% accuracy)

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ANDOVER'S INDIVIDUALIZED READING SYSTEM

Andover Skill No.	Structural Analysis	Behavioral Objectives
1.	HEARING SYLLABLES	Given a list of words, the student is able to hear and record the number of syllables in a word. (80% accuracy)
2.	PLURALS	Given a list of regular words a student is able to construct the plural form of the words. (80% accuracy
	Regular Plurals Formed by adding es	Given a list of singular words whose plurals are formed by adding es, the student is able to construct the plural form. (80% accuracy)
3.	DERIVED WORDS	
	Changing y to i	Given a list of root words ending in y the student is able to construct the derived word by changing the y to i before adding the suffix. (80% accuracy)
	Changing f to v	Given a list of root words containing v the student is able to construct the derived word by changing f to v before adding es. (80% accuracy)
	Dropping e	Given a list of root words ending in e the student is able to construct the derived word by dropping the e before adding the suffix. (80% accuracy)
	Doubling the Final Consonant	Given a list of root words ending in a consonant the student is able to construct the derived word by doubling the final consonant before adding the suffix. (80% accuracy)
4.	POSSESSIVES	Given a list of words ending in s the student is able to identify the possessives. (80% accuracy)
5.	CONTRACTIONS	
	Forming Contractions	Given a list of pairs of words the student is able to construct the contractions for each pair. (80% accuracy)
	Recognizing the Meaning of Contractions	Given a list of contractions the student is able to write the two words which form the contraction. (80% accuracy)

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ANDOVER'S INDIVIDUALIZED READING SYSTEM

Andover Skill No.	Structural Analysis	Behavioral Objectives
6.	ROOTS Recognizing Roots in Regularly Formed Words	Given a group of regularly derived or inflected words, a student is able to identify a prefix or suffix (or both) and a root word and then write the root word. (80% accuracy)
	Recognizing Roots and the Sounds of ed	Given a list of one and two syllable words ending with the suffix ed, a student is able to write the number of syllables he hears in each word, the root word, and indicate whether ed has the sound of ed, t, or d. (80% accuracy)
7.	SYLLABIFYING	
	wĭn dow VC/CV	Given a list of two syllable words having two contiguous consonant letters (whether the same or different) within a word, the student is able to divide the word into syllables by dividing between the consonants. (VC/CV) He is also able to mark the vowel in the first syllable. (80% accuracy)
	pā per V CV	Given a list of two syllable words having only one consonant letter between two vowel sounds the student is able to divide before or after the consonant letter and to mark the vowel sound he hears in the first syllable. (80% accuracy)
	lĕm on VC V	
	C + le căn dle bū gle tĭck le	Given a list of words ending with a consonant followed by the letters le the student is able to divide the word into syllables and to mark the vowel sound he hears in the first syllable. (80% accuracy)
	sē cret V/CCV tĭck et VCC/V	Given a list of two syllable words in which there is a blend or digraph, the student is able to divide the word into syllables and to mark into syllables and to mark the vowel in the first syllable. (80% accuracy)
	ACCENTING	Given a list of words of more than one syllable the student is able to divide the words into syllables and to mark the accented syllable. (80% accuracy)
	Root Words	Given a list of root words to which prefixes, suffixes, or both have been added, the student is able to mark the accented syllable. (80% accuracy)

AIRS

ANDOVER'S INDIVIDUALIZED READING SYSTEM

Andover Skill No.	Structural Analysis	Behavioral Objectives
8.	PREFIXES AND SUFFIXES	
	Recognizing Affixes	Given a list of words with affixes, the student is able to recognize the affix. (80% accuracy)
	Adding affixes	Given a list of root words, the student is able to add appropriate affixes by using the literal meaning. (80% accuracy)
	Supplying Affixes to Root Words in Context	Given an incomplete sentence, the student is able to supply the appropriate affix in context. (80% accuracy)
9.	WRITING DERIVED WORDS	Given a list of derived words, the student is able to write them from dictation. (80% accuracy)

Andover Skill No.	Word Meaning Skills	Behavioral Objectives
1.	COLOR WORDS	Given eight primary color crayons and eight written directives, the student is able to respond appropriately. (80% accuracy)
1.	MATCHING WORDS WITH PICTURES	Given a group of words and pictures the student is able to match them correctly. (80% accuracy)
1.	SYNONYMS	
	Choosing Synonyms	Given a list of words, the student is able to choose a correct synonym for each word from several alternatives. (80% accuracy)
	Naming Synonyms	Given a list of words, the student is able to give a corresponding synonym for each. (80% accuracy)
2.	COMPOUND WORDS	
	Forming Compound Words	Given two lists of words, the student is able to select one word from each list to construct a compound word. (80% accuracy)
	Dividing Compound Words	Given a list of compound words, the student is able to divide them into their component words. (80% accuracy)
3,	CATEGORIZING	
	Categorizing Words	Given a group of words within different categories, the student is able to categorize them under appropriate headings. (80% accuracy)
	Identifying a Category	Given a list of words, one of which is the category, the student is able to identify the category. (80% accuracy)
	Naming Categories	Given a group of words within a particular category, the student is able to name the category. (80% accuracy)

Andover Skill No.	Word Meaning Skills	Behavioral Objectives
4.	PRONOUN REFERENTS	Given two sentences, one of which contains a pronoun, the student is able to name its correct referent. (80% accuracy)
5.	MULTIPLE MEANING	Given a multi-meaning word in context, the student is able to choose the correct meaning from a given list of meanings. (80% accuracy)
6.	HOMONYMS	
	Choosing Homonyms	Given a list of words, the student is able to choose a correct homonym for each word from several alternatives. (80% accuracy)
	Supplying Homonyms	Given a list of words, the student is able to give a corresponding homonym for each. (80% accuracy)
7.	ANTONYMS	
	Choosing Antonyms	Given a list of words, the student is able to choose the correct antonym for each word from several alternatives. (80% accuracy)
	Supplying Antonyms	Given a list of words, the student is able to give a corresponding antonym for each. (80% accuracy)
8.	APPROPRIATE MEANINGS	Given a list of words and word meanings, the student is able to match the word with the appropriate definition. (80% accuracy)
9.	MATH VOCABULARY	Given a sentence or a group of sentences, the student is able to identify the specified words by definition. (80% accuracy)
10.	SCIENCE VOCABULARY	Given a sentence or a group of sentences, the student is able to identify the specified words by definition. (80% accuracy)
11.	SOCIAL STUDIES VOCABULARY	Given a sentence or a group of sentences, the student is able to identify the specified words by definition. (80% accuracy)

Andover Skill No.	COMPREHENSION SKILLS	BEHAVIORAL OBJECTIVES
1.	CONTEXT CLUES	Given a sentence or paragraph the student is able to recognize and use all the clues included as an aid to meaning. (80% accuracy)
2.	FOLLOWING DIRECTIONS	Given a series of directions, the student is able to follow the directions in the proper sequence. (80% accuracy)
3.	MAIN IDEA	Given a group of paragraphs, the student is able to identify the sentence expressing the main idea. (80% accuracy)
4.	RECALL OF DETAILS	Given a series of paragraphs, the student is able to recall the details relating to WHO, WHAT, WHEN, WHERE, WHY, HOW, or ACTION without rereading the selection. (80% accuracy)
5.	INFERENCE	Given a series of words, phrases, or paragraphs the student is able to make the appropriate inference: drawing conclusions, predicting outcome, and identifying purpose. (80% accuracy)
6.	PICTURE INTERPRETATION	Given a picture or a series of pictures the student is able to interpret and make appropriate inferences about the picture and its details. (80% accuracy)
7.	SEQUENCE	Given a selection the student is able to recall the details in the proper sequence. (80% accuracy)
8.	CAUSE AND EFFECT	Given a sentence, paragraph, or an entire selection, the student is able to distinguish and see the relationships between causes and effects. (80% accuracy)
9.	CHARACTER ANALYSIS	Given a paragraph or longer selection, the student is able to make appropriate inferences about the purpose, motivation, and emotions of the character. (80% accuracy)

Andover Skill No.	COMPREHENSION SKILLS	BEHAVIORAL OBJECTIVES
10.	FACT AND FANTASY	Given a sentence or a series of sentences, the student is able to distinguish fact from fantasy. (80% accuracy)
11.	FACT AND OPINION	Given a selection, the student is able to distinguish fact from opinion. (80% accuracy)
12.	FIGURATIVE LANGUAGE	Given a sampling of similes, metaphors, hyperboles, and personifications, the student is able to recognize and identify the figure of speech and supply its literal meaning. (80% accuracy)
13.	FOOTNOTES	Given a sample, the student is able to locate, identify, and utilize the information given in a footnote. (80% accuracy)
14.	HUMOR	Given an amusing selection, the student is able to recognize the humorous word, phrase, or sentence. (80% accuracy)
15.	IMPLIED MAIN IDEA	Given a group of paragraphs, the student is able to select the implied main idea. (80% accuracy)
16.	LITERATURE	Given different sample selections, the student is able to identify the types of literature. (80% accuracy)
17.	LOCATING THE ANSWER	Given a selection, the student is able to locate specific answers to a series of questions.
18.	MAPS, CHARTS, GRAPHS, AND DIAGRAMS	Given a map, chart, graph, or diagram the student is able to read the sample and supply requested information. (80% accuracy)
19.	MOOD	Given a series of phrases or pictures, the student is able to identify the appropriate mood and/or emotional reaction. (80% accuracy)

Andover Skill No.	COMPREHENSION SKILLS	BEHAVIORAL OBJECTIVES
20.	MYTHS	Given a sample of mythology, the student is able to recognize a myth and to interpret its meaning. (80% accuracy)
21.	PERCEIVING RELATIONSHIPS	Given a series of words, phrases, sentences, paragraphs, or stories, the student is able to recognize existing relationships between the ideas. (80% accuracy)
22.	PHRASE MEANING	Given a series of phrases, the student is able to identify the key words. (80% accuracy)
23.	RECOGNITION OF DETAILS	Given a series of paragraphs, the student is able to recognize the details and how they relate to the main idea of the paragraph. (80% accuracy)
24.	RECOGNITION OF IRRELEVANCIES	Given a series of sentences, paragraphs, or longer selections, the student is able to recognize the details (words, phrases, sentences, or paragraphs) that do not relate to the main idea of the selection. (80% accuracy)
25.	SENTENCE MEANING	Given a series of sentences, the student is able to identify the key words and phrases in the sentence. (80% accuracy)
26.	TITLES AND TOPICS	Given a group of paragraphs, the student is able to select the best topic or title. (80% accuracy)
27.	WRITING TITLES	Given untitled selections, the student is able to write a title. (80% accuracy)

	BEHAVIORAL OBJECTIVES
The 1400 words are divided as follows:	Given the 1400 basic sight words, the student is able to recognize them on a 3 second flash. (90% accuracy)

AIRS Level	Reading Level	Number of AIRS words
III	Preprimer	231
IV	Primer	249
V	First Reader	232
VI	Second Reader	308
VII	Third Reader	316
VIII	Fourth Reader	64

AIRS
ANDOVER'S INDIVIDUALIZED READING SYSTEM

DEVELOPER-DEMONSTRATOR PROJECT

ANDOVER PUBLIC SCHOOLS ANDOVER, MASSACHUSETTS 01810 (617) 475-2339

Jackson School

AIRS: Andover's Individualized Reading System

PRICE LIST

1. This price list reflects what should be ordered in succeeding years if AIRS is implemented in first grade.
   The materials listed for each grade level are appropriate if students have mastered skills taught in the previous grade(s). Therefore, when implementing a grade level other than first, adjustments will be necessary. The project consultants will design a program to meet each school's needs and assist in preparing a materials list for ordering components.

2. Structural Skills Component: It is recommended that a booklet be available for each student. However, the program may be administered by purchasing only the Teacher's Manual. This would require that the teacher write practices on the chalkboard.

3. Word Meaning Component: This component is being revised. It will be available January 1979. Prices for Teacher's Manuals will be comparable to Level VII Comprehension - Teacher's Packet. Student booklets will be comparable to those for Structural Skills.

4. Comprehension and Structural Skills pupil's booklets are packaged in sets of fifteen (15). These components may be group-taught by individual skills, therefore, it would not be necessary to have a copy for each child.

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AIRS: Andover's Individualized Reading System

PRICE LIST

5. Grammar and Capitalization-Punctuation Components are teacher-directed for the entire class; therefore, it is recommended each child have a copy of the lessons and practices. (Pupils' copies of the Capitalization and Punctuation component are consumable; Grammar booklets are not.)

6. It is recommended that the entire AIRS program be implemented in successive phases. For this reason, individual components may be purchased separately.

7. This price list pre-supposes that students have not been in the AIRS program previously; therefore, pretests for Comprehension, Structural Skills, and Word Meaning are not included.

Note:

Economy Keys to Reading used in primary grades, skill books assigned in the Comprehension component, and trade books for Individualized Reading are not included in the price list.

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PRICE LIST

GRADE 1

TEACHER'S MANUALS

Integrated Reading, Writing, and Spelling Manual - Levels I-III	$ 10.50	
Integrated Reading, Writing, and Spelling Manual - Level IV	4.60	
Phonics Resource Manual	8.00	
Comprehension - Level IV and Answer Key to Follow-up and Post Tests	5.50	
Word Recognition Kits - Levels III-IV	4.00	
Charts - Levels II-IV	.50	
Word Meaning - Level III	1.50	
Word Meaning - Level IV	9.00	
SUB-TOTAL		$ 43.60

PUPIL'S BOOKLETS

Consumable

Word Meaning - Level III	$ 1.50/each
Structural Skills - Level IV - (35/set)	11.55/set

Non-consumable

Word Meaning - Level IV - (15/set)	72.75/set
SUB-TOTAL	$ 85.80

CONSUMABLES - (packaged 35 per set)

Phonics Tests	Levels I-II	$ 12.60/set
	Level III	13.65/set
	Level IV	15.75/set
Word Recognition Tests	Level III	4.00/set
	Level IV	4.00/set
Student Profile Card for Phonetic Skills, Word Recognition, and Spelling		2.00/set
Phonetic Inventory of Errors - (Form #5)		1.00/set
SUB-TOTAL		$ 53.00
TOTAL		$182.40

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PRICE LIST

GRADE 1 - (continued)

Total Cost Per Classroom - Grade 1

Teacher's Manuals	$ 43.60
Pupil's Booklets (non-consumable) (30)	145.50
Pupil's Booklets (consumable)	56.55
Consumable - recording forms	53.00
	$298.65

AIRS
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PRICE LIST

[a]GRADE 2 - Levels V-VI

TEACHER'S MANUALS

Phase 1

Integrated Reading, Writing, and Spelling Manual	$ 5.00	
Phonics Skills Lessons	8.00	
Phonics Resource Manual	8.00	
Comprehension - Level V - (Answer Key included)	13.20	
Comprehension - Level VI - (Answer Key included)	13.20	
Word Recognition Packet - Levels V-VI	4.00	
Structural Skills - Level V (including Answer Keys)	5.30	
Structural Skills - Level VI (including Answer Keys)	8.00	
Charts - Levels V-VI	.50	
Individualized Reading Cards - (20 activity cards to be used with available trade books)	3.00	
Individualized Reading Guide	1.65	
TOTAL Phase 1	$ 69.85	

Phase 2

Language Skills - Level VI	$ 1.50	
[b]Word Meaning Packet - Level V - (Answer Key included)	- -	
[b]Word Meaning Packet - Level VI - (Answer Key included)	- -	
TOTAL Phase 2	$ 1.50	
TOTAL Phase 1 & 2		$ 71.35

PUPIL'S BOOKLETS - (Set of 15)

Phase 1

[c]Structural Skills - Level V	$ 73.50
[c]Structural Skills - Level VI (Used for Reading - Grade 2 Spelling - Grade 3)	82.50
Comprehension - Level V	109.05
Comprehension - Level VI	172.50
TOTAL Phase 1	$437.55

[a]If AIRS used in Grade 1, otherwise add Grade 1 Teacher's Manuals for review.

[b]See note on cover sheet.

[c]Optional--Teacher's Manual may suffice.

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PRICE LIST

GRADE 2 - Levels V-VI (continued)

PUPIL'S BOOKLETS (continued)

Phase 2

[a]Word Meaning - Level V	- -
[a]Word Meaning - Level VI	- -

CONSUMABLES - (Pupil) (Packaged 35/set)

Phonics/Word Recognition Profile Card	$ 2.00/set
Comprehension Profile Sheets	1.00/set
Prescription Sheets for Comprehension @ $1.00/set (total of 12 skills)	12.00
Structural Skills/Word Meaning Profile	1.00/set
Phonics Tests - Level V	12.60/set
Word Recognition - Level V (Study and Test)	4.00/set
Word Recognition - Level VI (Study and Test)	4.00/set
Class Record Sheet for Comprehension (one per class)	.10 ea.
TOTAL	$ 36.70

COST PER CLASSROOM - GRADE 2 - (excluding Word Meaning)

Teacher's Manuals	$ 71.35
Pupil's Booklets (15)	437.55
Consumables (for 35)	36.70
TOTAL	$545.60

(Excluding Structural Skills Pupils' Booklets, $156.00 = $389.60)

[a]See note on cover sheet.

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PRICE LIST

GRADE 3 - Assumes Mastery of Levels I-VI

TEACHER'S MANUALS

Phase 1

[a]Phonics Skills Lessons	$ 8.00	
[a]Phonics Resource Manual	8.00	
Word Recognition Packet - Level VII	2.00	
Comprehension - Level VII - (One copy of each booklet and Answer Keys)	13.20	
Individualized Reading Guide	1.65	
Individualized Reading Cards (20 activity cards to be used with available trade books)	3.00	
Structural Skills Manual - (including spelling lists for dictation and answer keys) - Level VII	7.00	
Weekly Spelling List	1.25	
TOTAL Phase 1	$ 44.10	

Phase 2

[b]Word Meaning - Level VII	- -	
Capitalization and Punctuation (Answer Key included)	$ 3.00	
Grammar (Answer Key included)	3.00	
Individualized Reading Specific Cards (50 cards per set)	7.00	
TOTAL Phase 2	$ 13.00[b]	
TOTAL Phase 1 & 2		$ 57.10[b]

PUPIL'S BOOKLETS - (Set of 15; except where otherwise noted)

Phase 1

Comprehension - Level VII	$172.50/set	
[c]Structural Skills - Level VII	75.00/set	
TOTAL Phase 1	$247.50	

[a]May be omitted if mastery of phonetic skills is achieved.
[b]See note on cover sheet.
[c]Optional--Teacher's Manual may suffice.

PRICE LIST

GRADE 3 - (continued)

PUPIL'S BOOKLETS (continued)

Phase 2

[a]Word Meaning - Level VII	$ - -
Capitalization and Punctuation - (consumable)	51.00/set of 30
Grammar	72.00/set of 30
TOTAL Phase 2	$123.00[a]
TOTAL Phase 1 & 2	$370.50[a]

CONSUMABLES (Packaged 35/set; except where otherwise noted)

Comprehension Profile Sheets	$ 1.00/set
Prescription Sheets for Comprehension @ $1.00/set (total of 7 skills)	7.00
Structural Skills/Word Meaning Profile	1.00/set
Word Recognition - Level VII (Study and Test)	2.00/set
Class Record Sheets for Comprehension (one per class)	.10 ea.
TOTAL	$ 11.10

COST PER CLASSROOM - GRADE 3 (excluding Word Meaning)

Teacher's Manuals	$ 57.10
Pupil's Booklets - (non-consumable)	319.50
Pupil's Booklets - (consumable)	51.00
Consumable - recording forms	11.10
TOTAL	$438.70

(Excluding Structural Skills Pupils' Booklets, $75.00 = $363.70)

[a]See note on cover sheet.